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ABSTRACT

The report presents evaluation findings of a program designed to provide supplementary education in prevocational and/or daily living skills to children and adolescents in institutions for the neglected and delinquent. Analysis of student achievement data indicated that 96.9% of the students mastered 80% of their short term objectives. A primary strength of the program was its ability to individualize instruction by setting instructional objectives according to the academic ability and length of residency of the student. The bulk of instruction centered on basic pre-vocational and supplementary career education, with a small amount of instruction in daily living skills. Teachers identified the program's short- and long-range practicality as its major strength. (CL)

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E.C.I.A. Chapter 1, Part B
Institutionalized Facilities
Program

1985-86

OEA Evaluation Report

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FINAL EVALUATION REPORT

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June, 1987

E.C.I.A. Chapter 1, Part B
Institutionalized Facilities
Program

1985-86

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E.C.I.A. CHAPTER 1, PART B INSTITUTIONALIZED FACILITIES PROGRAM

SUMMARY OF THE REPORT

1985-1986

The E.C.I.A., Chapter 1, Part B Institutionalized Facilities Program was designed to provide supplementary education in pre-vocational and/or daily living skills to children and adolescents residing in institutions for the neglected and delinquent. Their length of residency varied according to the reason for placement, changing circumstances, or the availability of alternative placements. Academic abilities also varied widely from very limited retarded students to intellectually capable but neglected students. Now in its seventeenth year of operation, the 1985-86 Institutionalized Facilities program served 2,330 students at 119 sites representing 39 group homes and institutions located in all five boroughs of the City of New York.

The Office of Educational Assessment (O.E.A). developed data retrieval forms to collect achievement data on all program participants and developed observation, interview, and teacher survey instruments to collect data on program implementation. Analysis of student achievement data indicated that the program effectively met its objective: 96.9 percent of the students mastered 80 percent of their short-term objectives. This surpassed the program's mandated goal which stated that 80 percent of the students would master 80 percent of their short-term objectives on the Career Education/Pre-Vocational Skills Inventory, the Supplementary Career Objectives, and the Activities of Daily Living Skills Inventory (all are criterion referenced).

A primary strength of the program was its ability to individualize instruction by setting instructional objectives according to the academic ability and length of residency of the students. Topics ranged from dressing and toileting to preparing for aptitude and competency tests such as the Scholastic Aptitude Test (S.A.T.) and civil service exams. In response to the 1984-85 O.E.A. recommendations, a number of activities were implemented: a successful book fair was held where teachers examined a variety of career education materials; a computer literacy program was implemented at a number of sites; and field trips to various businesses were instituted at some sites. Arrangements were also made at some sites to have representatives from different occupations visit the students and discuss specific careers with them. Feedback from teachers indicated that these activities were useful in that they provided students with realistic and practical information about occupations. Additionally it was suggested that there should be more contact with community businesses to help students secure part-time jobs.

Recommendations for future cycles are:

Develop a regular pool of speakers from different occupations who would be available to visit all sites to discuss specific careers/vocations with students;

Expand field trips to businesses; and

Explore the feasibility of forming a liaison with community businesses in order to provide part-time jobs for program participants.

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I. INTRODUCTION

This is the report of the evaluation of the 1985-86 Chapter I, Part B Institutionalized Facilities Program. Now in its seventeenth year of operation, the program was sponsored by the Division of Special Education (D.S.E.) of the New York City Public Schools. The purpose of the program was to provide students residing for short or long terms in institutions for the neglected and delinquent with instruction in pre-vocational skills and activities of daily living skills.

Between October and May 1985-86, the Chapter I Program served 2,330 students at 119 sites representing 39 group homes and institutions located in all five boroughs. During April and May, 1986, the Office of Educational Assessment (O.E.A.) visited 18 sites selected in consultation with the Chapter I program director as representative of the kinds of instruction being delivered at all sites.

PROGRAM DESCRIPTION

A major objective of the Chapter I program was to provide participating students with vocational and daily living skills needed to help them become self-sufficient when they left the institution. The students participating in the program received instruction in a variety of practical skills twice weekly at the institution where they resided.

Staff Organization

Program staff included a program coordinator, 12 supervi-

sors, and 155 teachers. In all but three institutions, site teachers were assigned to a site and taught after school sessions which lasted from two to two and one-half hours twice a week. At two institutions, teachers taught three after-school sessions, each lasting two hours. At one site, teachers taught sessions four days a week for students pulled out of their regular classroom instruction in their residences.

Supervisors regularly visited the sites to answer teachers' questions, provide supplies, and offer guidance to teachers as needed. The supervisors were responsible for about ten sites each and visited each site weekly or biweekly.

Training

Teachers attended an orientation session prior to the start-up of the program. This session included training in the program objectives, program requirements, training materials, record-keeping and data retrieval procedures.

The program director as well as the program supervisors provided ongoing in-service training for the teachers throughout the program.

Instructional Activities

Instruction took place in the students' residences. Students received instruction in three areas -- career pre-vocational skills, supplementary career vocational skills, and activities of daily living skills, depending on the students' needs and interests. Some students received pre-vocational

skills instruction exclusively, some activities of daily living skills exclusively, and some received a combination of types of instruction.

Teachers set objectives for students based on their ability, age, interest, length of residency, and reasons for institutionalization. Student progress was measured using on-going administration of criterion-referenced and skills test batteries.

Previous Evaluation Findings

Evaluations of program implementation and pupil achievement which have been conducted on an annual basis for the past sixteen program cycles indicate that the Institutionalized Facilities Program has consistently provided effective instruction to children and adolescents residing in facilities for the delinquent and neglected. Every analysis of student achievement data has demonstrated that the program has consistently met, and usually surpassed its objective -- that 80 percent of participating students master 80 percent of their short term objectives.

Report Format

This report is organized as follows: Chapter I includes a description of the methodology used to evaluate the program, Chapter II presents the findings, and Chapter III presents the conclusions with recommendations for the next year's program.

EVALUATION METHODOLOGY

The O.E.A. evaluation of the 1985-86 Chapter I Program

focused on the following questions:

Was the program implemented as intended?

Was the content of instruction congruent with program mandates?

Was the student achievement goal attained?

Was there a relationship between attendance in the program and student achievement?

Program implementation data were collected by two methods:

1. An O.E.A.-trained field consultant visited 18 sites selected in consultation with the program director. These sites were selected because they represented the range of instruction found throughout the program. The field consultant observed the program in operation and interviewed teachers. The site visits were conducted between April and May, 1986.

2. Each program teacher completed a teacher survey which elicited responses concerning program activities, usefulness of assessment instruments, materials, in-service training, agency contact, and general comments.

Individual student achievement data were collected by on-going assessment of individually determined educational objectives. The achievement data were collected for participating students using O.E.A.-developed data retrieval forms.

The program supervisors distributed teacher surveys to all site teachers at the start of the program in October and collected them at the end of the program in May. A total of 139 of the 155 teachers participating in the program completed the survey.

Program implementation findings were based on the analysis of the teacher survey and data resulting from site visits. Achievement is based on the analysis of the individual student achievement forms submitted for all students.

II. FINDINGS

STUDENT CHARACTERISTICS

Of the 2,330 students served by Chapter I, 1,276 (54.8 percent) were female and 1,038 (44.5 percent) were male. The gender of the remaining 16 students was not reported. Students' ages ranged from eight to 22 with a mean age of 17 years (S.D.=4.2).

The reasons for students' residency in the institutions were: neglect (82.1 percent); delinquency (15.1 percent); and other, including runaways and guardian requests (2.8 percent). The length of residency ranged from less than one month to over a year. Table 1 illustrates the variability in the length of students' residency.

Fifty-two percent of the students attended school at neighborhood public schools, 33 percent attended school at the institution where they resided.*

PROGRAM IMPLEMENTATION

The goal of the program was to provide career education, pre-vocational skills, and/or daily living skills to program students. The specific objectives which the teachers reported they had worked on this year were:

> To instill a sense of responsibility, self-worth, and motivation.

---

*Fifteen percent were not enrolled in any school program because of transiency, illness, or pregnancy.

TABLE 1

Length of Student Residency

Time	Number of Students	Percentages
Less than one month	236	10.1
One to six months	693	29.7
Seven to twelve months	648	27.8
Over one year	753	32.3
TOTAL	2,330	100.0

Source: Individual student data retrieval forms.

Over one-third of the participating students had been in the institution where they were served for six months or less.

About one-third had been served for over one year.

To provide a realistic understanding of the world of work, a "job sense", and the ability to examine options.

To teach survival skills, including how to dress for success and how to behave in a variety of social situations, including work.

To prepare students for the General Equivalency Diploma (G.E.D.) or other examinations related to education or jobs.

Staff Training

One hundred thirty-five teachers (97.1 percent) attended the orientation session at the Board of Education before the program began. The orientation agenda included record keeping, program objectives, program requirements, materials, and data retrieval procedures. The program director presented the orientation. Over 90 percent of those attending reported that the orientation had been helpful, both for training new teachers entering the program and as a refresher course for returning teachers. Some teachers felt they were familiar enough with the program and did not need the orientation session.

In 1985-86 for the first time, as part of their training, teachers attended a book fair organized by the Chapter I program staff. For two days, publishers of new materials on career education displayed their wares at the Sheraton LaGuardia Hotel. Teachers commented that they welcomed this opportunity to review and discuss new career education materials.

The program director and supervisors provided ongoing monthly in-service training to the teachers during the program cycle. Topics they presented in training workshops included

computer education, data collection procedures, curriculum planning, and specific career education issues.

CLASS STRUCTURE, SCHEDULING, AND ENVIRONMENT

For 91.4 percent of the students, Chapter I instruction generally took place twice a week, after regular school hours; 5.8 percent of the students received pull-out instruction four days a week, during regular school hours. Students at two institutions received instruction three times a week after school. The sessions ranged in length from 20 to 150 minutes. Fifty percent of the students received 30-minute individual instruction twice a week. Others received individual instruction once a week. The 5.8 percent who received pull-out instruction were served four times a week. Overall, hours of instruction ranged from one to five hours per week. One thousand and thirteen students (60.6 percent) received one hour per week; 641 students (27.6 percent) received two hours per week; 159 students (6.9 percent) received four hours per week; and 114 students (4.9 percent) received five hours per week.

According to the site visit and teacher survey responses, the structure of the classes depended on the needs and interests of the students and varied from site to site and day to day. Some classes met in large groups to discuss broad issues, then broke up into tutorials of two or three, with the majority of the teachers' time devoted to individual one-on-one instruction. Teachers reported that these individual and small-group interactions helped the students feel secure in their environ-

ments, allowed them to express and exchange ideas, and promoted critical thinking skills.

Observation of class size showed that except for the typing class which was made up of 30 students, the average class size was reported as nine. During O.E.A. site visits, however, the average class size observed was two. This was to be expected given that so much of the instruction is delivered individually or in small groups.

Observed instruction took place in the students' residences. Some of the classes were held in regular classrooms (six), dining rooms (five), offices (three), storage/attic areas (two), a living room (one), and a den/recreation room (one). All teachers reported that the facilities were adequate for instruction. Enhancing factors included comfortable and functional furniture, abundant space, adequate storage, and well-equipped classrooms.

Instructional Activities

Individualized assessment and teaching were the focus of the Chapter I program instruction. All lessons were individualized. Instructional activities and achievement objectives were set for each student on the basis of his or her age, ability, interest, length of residency, and reason for institutionalization.

Students received instruction in career education skills, supplementary career education skills, and activities of daily living skills. Career and pre-vocational instruction was geared toward teaching the students to look for and apply for a job. Teachers provided instruction in such conceptual skills as career

consciousness (including the personal and social significance of work), career competence (including self-awareness of aptitude and interests), career orientation (including common job requirements), and career choice (job search techniques).

The field consultant observed lessons reflecting both the long-term and short-term residential situations. These included typing lessons, work in critical thinking (how to think through the various possibilities related to a given set of facts), and a discussion of how companies recruit employees. Other lessons included a discussion of product warranties, filling out job applications, reading and discussing a textbook on vocations, and discussing a book on available community services.

Teachers reported that activities ranged from hands-on experiences in completing job applications and going to job interviews, to learning how to budget. Teachers used role-playing, group discussions, and audio-visual materials as practical exercises to help students feel comfortable in a job or job interview situation.

Supplementary career education instruction (hands-on learning of marketable skills) included typing, computer word processing, and other office machine skills. Teachers also prepared students for the G.E.D., civil service, and other examinations.

For severely handicapped students, teachers provided instruction in activities of daily living such as dressing, toileting, drinking and eating, grooming and hygiene, leisure

time, and housekeeping in order to promote everyday self-sufficiency.

Depending on students' abilities, teachers offered classes in basic reading and math skills geared to help students when they leave the institution. These included consumer skills such as how to read sales ads, and how to figure sales tax on commercial goods.

The bulk of Chapter I instruction in 1985-86 was delivered in the areas of basic pre-vocational and supplementary career education. A small amount of instruction was delivered in activities of daily living. Of a total 2,330 students served, 1,636 students received instruction in career education skills, 551 received instruction in supplementary career education skills, and 74 received classes in the activities of daily living. Tables 2, 3, and 4 show the number and percentage of students receiving instruction in each of these three areas broken down by specific skills.

Students who were scheduled to leave an institution within a short period of time were taught vocational or daily living skills which could be completed in one or two days. Typically, a teacher would assess a student, select appropriate short-term objectives, and then teach as many of them as possible before the student was transferred or discharged. For these students abstract concepts were not addressed. One teacher said he

TABLE 2

Number and Percentage of Students
Instructed in Each of the Career Education Skill Areas

(N = 1,636)

Area	Number of Students	Percent[a]
1. Career Consciousness	691	42.2
2. Career Orientation	575	35.1
3. Career Exploration	415	25.4
4. Career Competence	596	36.4
5. Career Choice	526	32.2
6. Applying for a Job	628	38.4
7. Job Interview	375	22.9
8. Work Habits	193	11.8
9. Rules	125	7.6
10. Work Routines	85	5.2
11. Adaptation of Routines	101	6.2
12. Work Attitudes	151	9.2
13. Safety	92	5.6
14. Economics of Work	317	19.4
15. Career Changes	118	7.2

Source: Individual data retrieval forms.

[a] Percentage of students receiving instruction in each area. (A student could receive instruction in a number of areas)

Most teaching focused on such abstract concepts as career consciousness, orientation, exploration, and competence.

TABLE 3

Number and Percentage of Students Instructed
in Each of the Supplementary Career Education Skill Areas

(N = 551)

Area	Number of Students	Percent[a]
Clerical Skills (typing, filing, office machines, including computers)	238	43.2
Preparation for Aptitude and Competency Tests (G.E.D., P.S.A.T., S.A.T., Regents, Civil Service, Driver's license)	378	68.6

Source: Individual student data retrieval forms.

[a] Percentage of students receiving instruction in each area.

- Over 25 percent of the participating students received instruction in clerical skills or preparing to take attitude or competency tests.
- Of these, over two-thirds received help in preparation for test taking.
- Forty-three percent learned clerical skills.

TABLE 4

Number and Percentage of Students Instructed in Each of the Activities of Daily Living Skills

(N = 74)

Area	Number of Students	Percent[a]
Dressing		
Clothing Identification	11	14.9
Undoing Fasteners	7	9.5
Dressing	22	29.7
Toileting	19	25.7
Drinking and Eating		
Drinking	9	12.2
Eating	3	4.1
Social Eating	2	2.7
Grooming and Hygiene		
Washing	9	12.2
Brushing Teeth	7	9.5
Bathing	1	1.4
Hair Care	3	4.1
Nasal Hygiene	15	20.3
Shaving	1	1.4
Menstrual Care	1	1.4
Cosmetic Care	3	4.1
Clothing Care	14	18.9
Leisure Time	29	39.2
Housekeeping		
Home Surroundings	18	24.3
Cleaning	26	35.1
Appliance Care	4	5.4
Home Maintenance	7	9.5
Laundry	12	16.2
Preparing Meals	28	37.8

Source: Individual student data retrieval forms.

[a] Percentage of students receiving instruction in each area.

- Almost 40 percent received instruction in meal preparation, use of leisure time, and house cleaning.

concentrated on delivering lessons which could be completed in one session because he could not assume the student would be in the institution for the next session.

Students assigned to a longer term of residency (six months or more) were taught skills which took longer to master. The O.E.A. consultant observed that for longer-term residents, instructors used role-playing techniques to teach students how to apply for a job. Students learned how to read job want-ads in the newspaper, fill out job applications, and applications for a driver's license; they learned business mathematics and practical job skills such as typing and word processing.

When planning lessons, teachers also took into consideration the reasons for students' residency. For students who had been neglected, teachers adopted a low-key approach that allowed time for a relationship to develop with each individual student. For abused students, teachers offered counselling and worked to develop the students' trust before they taught them vocational skills. For students with criminal backgrounds, teachers did not discuss job placement, but worked on developing job skills and planning for future employment.

The variety of activities teachers reported conducting to teach Chapter I program objectives are shown in Table 5. The highest percentages of activities were centered on learning consumer math, reading want ads, practicing completing job applications and other forms, completing actual job applications and budgeting/ check writing. Less emphasis was placed on

TABLE 5

Activities Used to
Teach Program Objectives

(N = 139)

Activity	Number of Teachers	Percentages
Career Education		
1. Role-playing	89	64.0
2. Teaching consumer math	123	88.5
3. Group discussions	88	63.3
4. Help with Homework	84	60.4
5. Budgeting/check writing	104	74.8
6. Assistance with application completion	109	78.4
7. Practice in job application, other form completion	114	82.0
8. Reading want ads	119	85.6
9. Tape recording (students)	19	13.7
10. Audio visual (films/filmstrips)	22	15.8
11. Discussion with speakers from businesses	4	2.9
12. Visits to businesses	13	9.4
13. Accompany to job interviews	9	6.5
Activities of Daily Living		
14. Practice in self feeding, dressing	20	14.4
15. Game boards -- fine motor coordination	17	12.2
16. Game boards/activities -- gross motor coordination	10	7.2
17. Sign recognition	42	30.2

Source: Individual student data retrieval forms.

° Practical skills such as completing applications, consumer math, how to read want ads, and budgeting were taught the most frequently.

hearing speakers, visiting businesses, and going on job interviews. Some teachers requested more opportunities to conduct these types of activities. However, the hours of program operation often precluded them.

Instructional Materials

Most of the teachers said the majority of current texts, workbooks, and other materials properly met the needs of their students.

Most teachers reported using commercial materials. A number of teachers mentioned the textbook/workbook Entering the World of Work (McKnight) as particularly useful because it could be adapted to meet the needs of either slow-working or quicker students. Other materials they found beneficial were the E.D.I. Skills Series, the Arno Pre-G.E.D. Series, the Globe and Janus' vocational materials, the Regents' Competency Test materials, and the typing text and workbooks.

Teachers supplemented commercial materials with actual job application forms, Civil Service forms, and driver's license applications. Other materials and activities which the teachers reported having used were teacher-made materials (83.5 percent), homework assignments (62.6 percent), clerical materials (45.3 percent), tape recorders (27.3 percent), typewriters (23.0 percent), films/filmstrips (20.9 percent), and computers (17.7 percent).

Teachers reported that materials were plentiful, although short-term institutions and group homes reported sporadic

shortages of expendable items such as paper and pencils. When there was a shortage of materials, teachers were able to substitute others until replacements arrived. New materials which teachers requested were: a greater supply of expendable materials (19.4 percent), typewriters (12.9 percent), and computers (9.4 percent). Teachers at sites with computers (approximately ten sites) requested additional software.

Two teachers reported that the academic texts being used were not motivating and that students preferred a different style of instruction than the one they had in their regular school classroom all day.

Instructional Assessment Instruments

Depending on the students' achievement objectives, teachers selected at least one of the three following instruments to assess their progress: the Career Educational Pre-vocational Skills Inventory, the Supplementary Career Objectives, and the Activities of Daily Living Skills Inventory. O.E.A. asked teachers to comment on how useful these instruments were.

Of the 129 teachers who used the Career Educational Pre-vocational Skills Inventory, 80 (62 percent) said it was very useful, while 47 (36 percent) said it was somewhat useful. Teachers' comments concerning its usefulness depended on the flexibility it gave them to determine short- or long-term goals and the variety of teaching options they could offer. A few teachers said that the instrument was either on too low or too high a level for their students, but they adapted the objectives

to meet the students' abilities.

One-hundred one teachers used the Supplementary Career Objectives, either alone or in conjunction with the Career Education/Pre-vocational Skills Inventory. Of these, 45 (45 percent) said it was very useful for planning and assessment and 48 (48 percent) said it was somewhat useful.

Finally, 72 teachers used the Activities of Daily Living Skills Inventory, with or without supplementary use of the Career Education/Pre-vocational Skills Inventory. Of these, 34 (47.2 percent) said it was very useful, 24 (33.3 percent) said it was somewhat useful, while 14 (19.4 percent) said it was of little use because of the low level of the objectives.*

Teacher Evaluation of Program Implemantation

Teachers reported that the program's major strength was its practicality, both in short-range and long-range terms. They reported that its short-term usefulness for students included helping with homework, assistance in completing any kind of application form, and counseling for personal problems.

In many cases, short- and long-range functions overlapped as the skills useful for the future were also useful in the present. These included training in business machine skills, G.E.D. preparation, role-playing for interviews, and lessons about individual responsibility.

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*Communication regarding changing and expanding objectives is currently under way.

Teachers noted that some students' thinking and self-awareness skills had developed to the point where they were able to learn the material necessary to pass the General Equivalency Diploma exam and consider going on to college. At one site, one student was accepted at Queens College, two passed Civil Service Exams, and three passed the G.E.D.s.

The lasting value of the Chapter I program was underscored when one teacher reported that a staff counselor at one site had been a former resident of the same group home. This counselor said his experience in the Chapter I program had been a significant factor in developing his self-esteem and motivating him to pursue a college education.

Teachers reported that the cooperation of the staff at the institutions where the students resided was crucial for the program's smooth operation. Teachers consulted the agency staff for a variety of purposes: 112 (87.8 percent) teachers contacted agency staff to review individual student needs, 115 (82 percent) to monitor attendance, and 41 (29.5 percent) to plan group activities. Teachers who reported little or no contact with agency staff expressed a need for increasing such interaction.

Teachers suggested that the Chapter I program could be improved by increasing the number of field trips for students to businesses, inviting more speakers in various careers to talk to the students about training, salaries, etc., and investigating the feasibility of some type of job placement service.

STUDENT OUTCOMES

The program objective was that 80 percent of the students would master 80 percent of their short-term educational objectives. Analysis of achievement data indicated that 96.9 percent of the students achieved 80 percent of their individualized objectives. In addition, 2,124 or 91.2 percent mastered all of their objectives (see Table 6).

The average attendance for the students was 80 percent of their enrolled sessions. The average number of sessions attended was 22 (S.D. = 26.2). The Pearson product-moment correlation between program attendance and objectives mastered was $r = .67$ ($p < .01$), indicating that mastery was directly related to program attendance. The range of objectives attempted was from one to 50. The number depended on the student's length of residency in the institution and the length of time needed to complete the objectives. Some objectives, i.e., learning to budget or to complete application forms, took longer than others, i.e., general discussion of a specific job.

TABLE 6

Frequency Distribution of the Percentage of Scheduled Short-term Instructional Objectives Mastered by Program Participants

Percentage Mastery	Number of Students	Percent of Population	Cumulative Percent
100	2124	91.5	91.5
90	92	4.0	95.5
80	32	1.4	96.9
70	15	0.6	97.5
60	21	0.9	98.4
0-50	37	1.5	99.9
TOTAL	2321*		

Source: Individual student data retrieval forms.

*Achievement data were not reported for nine students.

- Over 91 percent of the students reported, mastered all of their short-term instructional objectives.
- Almost 97 percent mastered 80 percent of their objectives, exceeding the program goal.

III. CONCLUSIONS AND RECOMMENDATIONS

The evaluation of the 1985-86 Chapter I, Part B Institutionalized Facilities Program shows that the program surpassed its mandated goal -- that 80 percent of the students would master 80 percent of their short-term educational objectives. In fact, 96.9 percent did so. Program impact was further indicated by the moderate relationship found between program attendance and skills mastery.

A major reason for this achievement was that instruction for each student was individualized. When assessing and planning instruction, teachers took into consideration each student's probable length of residency, reason for residency, as well as his or her ability, age, and interests. Thus, contact time was optimized. Students who were expected to stay in residence for short periods were taught skills which could be learned in one or two sessions, while those expected to remain longer were taught more complex skills.

The Office of Educational Assessment concludes that the Institutionalized Facilities Program was successful in providing realistic, practical skills to neglected and delinquent children and adolescents. The program director, supervisors, and teachers remained flexible in responding to the needs of the students.

The program was limited by the transferring of many students -- often length of residency cannot be anticipated by the students or by the institution staff. Program teachers were

responsive to this restriction and provided optimal and appropriate education.

Providing reading and math instruction within the context of vocational education and skills training was beneficial in terms of practical knowledge, as well as upgrading overall basic education skills. This type of instruction allowed some students to complete G.E.D. requirements, take job tests, learn to write resumes, and complete application forms.

The program as a whole proved to be responsive to the changing needs of the program population. This was demonstrated by the number of recommendations from the previous cycles which were implemented during this program year. These included a book fair in which teachers reviewed new commerical career education materials and a computer literacy program at selected sites. Field trips to businesses were implemented on a limited basis.

In order to improve program effectiveness, O.E.A. offers the following recommendations:

> Develop a pool of speakers from different occupations who would visit the institutions to discuss specific careers-/vocations with the students.
>
> Expand field trips to businesses.
>
> Explore the feasibility of forming liaisons with community agencies in order to seek part-time jobs for program participants.

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A SUMMARY OF THE EVALUATION OF INSTITUTIONALIZED FACILITIES PROGRAM 1985-86*

The E.C.I.A., Chapter 1, Part B Institutionalized Facilities Program was designed to provide supplementary education in pre-vocational and/or daily living skills to children and adolescents residing in institutions for the neglected and delinquent. Their length of residency varied according to the reason for placement, changing circumstances, or the availability of alternative placements. Academic abilities also varied widely from very limited retarded students to intellectually capable but neglected students. Now in its seventeenth year of operation, the 1985-86 Institutionalized Facilities program served 2,330 students at 119 sites representing 39 group homes and institutions located in all five boroughs of the City of New York.

The Office of Educational Assessment (O.E.A). developed data retrieval forms to collect achievement data on all program participants and developed observation, interview, and teacher survey instruments to collect data on program implementation. Analysis of student achievement data indicated that the program effectively met its objective: 96.9 percent of the students mastered 80 percent of their short-term objectives. This surpassed the program's mandated goal which stated that 80 percent of the students would master 80 percent of their short-term objectives on the Career Education/Pre-Vocational Skills Inventory, the Supplementary Career Objectives, and the Activities of Daily Living Skills Inventory (all are criterion referenced).

A primary strength of the program was its ability to individualize instruction by setting instructional objectives according to the academic ability and length of residency of the students. Topics ranged from dressing and toileting to preparing for aptitude and competency tests such as the Scholastic Aptitude Test (S.A.T.) and civil service exams. In response to the 1984-85 O.E.A. recommendations, a number of activities were implemented: a successful book fair was held where teachers examined a variety of career education materials; a computer literacy

*This summary is based on "A Final Evaluation of the 1985-86 Institutionalized Facilities Program," prepared by the O.E.A. Special Education Evaluation Unit.

program was implemented at a number of sites; and field trips to various businesses were instituted at some sites. Arrangements were also made at some sites to have representatives from different occupations visit the students and discuss specific careers with them. Feedback from teachers indicated that these activities were useful in that they provided students with realistic and practical information about occupations. Additionally it was suggested that there should be more contact with community businesses to help students secure part-time jobs.

Recommendations for future cycles are:

- Develop a regular pool of speakers from different occupations who would be available to visit all sites to discuss specific careers/vocations with students;
- Expand field trips to businesses; and
- Explore the feasibility of forming a liaison with community businesses in order to provide part-time jobs for program participants.